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ABSTRACT

Project "A Warm Welcome" at Bushwick High School in New York City is a comprehensive Spanish-English bilingual/bicultural program that provides instruction in English as a second language; bilingual instruction in reading, writing, mathematics, and other content areas; and career awareness training for Spanish speaking ninth to eleventh grade students of limited English proficiency. This report describes the program as it was implemented in 1981-82, and discusses the program context; participants; instructional components and activities; non-instructional components such as counseling, curriculum development, parent involvement, and staff development; and evaluation. Evaluation findings indicate that, in general: (1) program objectives for English were met; (2) students did not demonstrate significant gains in Spanish reading; (3) program objectives for mathematics, science, and social studies were met by some grades but not by others; (4) there were no significant gains in career awareness; (5) the attendance rate for program participants was higher than the school-wide attendance rate; and (6) program personnel demonstrated commitment and competence in their work. Recommendations for program improvement are presented. Characteristics of the courses offered in the program are described in the appendix. (MJL)

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ED229493

UD 022 780

O.E.E. Evaluation Report

February 1983

BUSHWICK HIGH SCHOOL

"A WARM WELCOME"

1981-1982

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A SUMMARY OF THE EVALUATION
FOR PROJECT "A WARM WELCOME"
BUSHWICK HIGH SCHOOL
1981 - 1982

This program, in its second year of a three-year funding cycle, provided instruction in E.S.L. and Spanish-language skills, as well as bilingual instruction in mathematics, science, and social studies, to approximately 250 Hispanic students of limited English proficiency (LEP) in grades nine through eleven. Only one program student was United States-born. Over half of the program students were born in Puerto Rico and more than one-fourth were from the Dominican Republic. The students varied in English-language proficiency, ability in their native language, and overall academic preparedness.

The principal goals of the program were to expedite the acquisition of those English-language skills necessary for full mainstreaming by the senior year and to provide career awareness training. The program's philosophy was based on a transitional approach whereby students received content-area instruction in the native language while taking E.S.L. courses to prepare them for higher education or entry into the job market.

Title VII funds supported administrative and support services staff. Instructional services and paraprofessional assistance were provided by a combination of tax levy, Title I, and P.S.E.N. funds. Curriculum materials were developed in the areas of E.S.L. and career awareness. Supportive services to program students consisted of college and career preparation, individual counseling, and referrals to outside agencies. Development activities for staff members included monthly department meetings, on-site in-service sessions with both school and program faculty, attendance at workshops, conferences, and university courses, and an outreach program for parents. Parents of program students were involved in school-wide and program cultural events and an ad hoc Parent Advisory Committee. Parental involvement was somewhat limited due to the neighborhood context and the lack of a family assistant; the project continued to work on strengthening this component.

Students were assessed in English-language development (Criterion Referenced English Syntax Test and a teacher-made test); growth in their mastery of Spanish; mathematics, science, and social studies (teacher-made tests); career awareness (teacher-made questionnaire); and attendance (school and program records). Quantitative analysis of student achievement indicated that:

--Program students tested at Levels I and II of the CREST met the criterion of one objective mastered for each month of E.S.L. instruction. Students tested at Level III made modest gains but failed to meet the criterion proposed as the program objective.

--Ninety percent of the students tested on a teacher-made examination of English-writing ability gained one objective per month of instruction and met the criterion set as the program objective.

--Students tested on the Prueba de Lectura failed to meet the program objective of statistically significant gains due to the extremely high pre-test scores of ninth- and tenth-grade students tested at Level I.

--Overall, the program objective of a 65 percent passing rate on teacher-made examinations in content-area subjects was met in mathematics courses in the fall, science courses in the spring, and social studies in both the fall and spring. Ninth-grade students achieved the lowest passing rates in every content-area regardless of semester.

--The program objective of statistically significant gains on a teacher-developed questionnaire of career awareness was not met and was attributed to poor testing conditions.

--The average attendance rate for program students was 16 percentage points higher than the school-wide rate and met the program objective in this area.

The following recommendations were aimed at improving the overall effectiveness of the program:

--Uniformly integrating the career awareness component into the total curriculum through staff workshops addressing these issues.

--Establishing a centrally located resource room and laboratory for the bilingual, E.S.L., and career components of the program.

--Adhering more closely to the program language policy in order to integrate English-language skills development into the content areas. Workshops in conjunction with those dealing with career awareness could address these issues.

--Holding an in-service session at which a linguist would address the staff on the merits and drawbacks of the back-to-back translation approach and discuss alternative approaches.

--Clarifying the role of paraprofessionals with regard to their responsibilities and their active participation with students.

--Allocating private space in which individual counseling sessions could be held.

--Making available assistance to the project coordinator in order to complete the language proficiency testing program within a period of two weeks.

--Futher revision of the career awareness instrument, with the aid of a measurement consultant, in order to increase its reliability.

--Continuing efforts to involve parents in school and program activities.

--Reallocating project funds, if possible, in order to reinstate the family assistant position. This position is crucial to the parental and community involvement components of the program.

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BUSHWICK HIGH SCHOOL

BILINGUAL/BICULTURAL PROGRAM:

"A WARM WELCOME"

Location:	400 Irving Avenue Brooklyn, New York
Target Language:	Spanish
Year of Operation:	1981-1982, second of a three-year cycle
Participants:	Approximately 250 students in grades nine to eleven
Principal:	Louis Santiago
Program Coordinator:	Harold J. Clines

OVERVIEW

Project "A Warm Welcome" is a comprehensive Spanish-English bilingual/bicultural program located at Bushwick High School on the northern edge of the Bedford-Stuyvesant section of Brooklyn. The project serves approximately 250 limited English proficient Hispanic students, of mostly Puerto Rican, Dominican, and Ecuadorian backgrounds in grades nine through eleven.

The principal aim of Project "A Warm Welcome" is twofold: basic skills in reading, writing, mathematics, and other content areas (i.e. science, social studies) as well as career awareness training. Concurrent with this general high school preparation, which follows the curricular guidelines established by the State Education Department, the project students receive intensive E.S.L. instruction for purposes of entry into the mainstream curriculum by the senior year.

The project's philosophy of bilingual education is basically a transitional one whereby students receive content-area instruction in the native language while studying English as a second language so that they can continue with higher education or enter the occupational structure with equal access and benefits. The project students also study native language arts and culture for enrichment in the understanding and knowledge of their own and others' roots.

The supportive services and career awareness aspects of Project "A Warm Welcome" provide students with both formal and informal information and guidance as to options available to them upon graduation. The majority of the program students go on to college and receive constant input and reinforcement toward that end from the counseling and instructional staff of the project. Given the depressed economic and social environment surrounding Bushwick High School, the support services component has been crucial to the successful achievement of the bilingual students.

Numerous program students are employed on a part-time or summer basis in the nearby vicinity. In addition, cultural activities and social events are carried out during the academic year even though the high rate of mobility in the district makes consistent parental involvement difficult.

Project "A Warm Welcome" provides students with a learning environment conducive to success and achievement.

DATA COLLECTION PROCEDURES

This document represents an evaluation of the program that has attempted to encompass information from previous years as well as the current year of the project. It includes quantitative and qualitative data ascertaining the extent

to which the program's objectives for academic year 1981-1982 were met. Additionally, the data are analyzed with the aim of offering recommendations in support of the program staff in order to more effectively meet the educational needs of the target population.

The data collection process consisted of the following strategies:

1) on-site classroom observations of E.S.L., bilingual content and vocational courses (a classroom observation instrument developed by the Office of Educational Evaluation [O.E.E.] was utilized for this purpose);

2) interviews with project coordinator and school principal (questions were guided by questionnaires developed by O.E.E. and the evaluator's agenda based on the project's Title VII proposal);

3) interviews with faculty members and support personnel from Title I E.S.L., Title VII bilingual and vocational programs (the questions were open-ended and based on an agenda developed by the interviewees and the evaluator). Among the issues raised during these interviews were:

-- mainstreaming of bilingual students;

-- materials available in native languages both for technical areas and general academic areas;

-- support services available to bilingual students from within and outside of the bilingual program;

-- attendance patterns by groups;

-- diversity of linguistic and academic levels in content subjects and E.S.L. classes;

-- policy concerning the use of native language and English in the classroom;

-- interaction between and among students from different linguistic and cultural backgrounds in various courses;

-- integration of bilingual program students into career components;

-- levels of E.S.L. instruction and placement of bilingual students.

4) data compiled by bilingual project coordinator concerning student characteristics, funding sources, ethnic breakdown of students in the program, and students' programming from a questionnaire sent to the project coordinator prior to site visits;

5) data compiled at O.E.E. on test scores, attendance, and cumulative records for bilingual students.

The personnel and students who were interviewed and observed were extremely cooperative in furnishing materials requested, facilitating scheduling of interviews, and giving freely of their time to provide a comprehensive overview of the bilingual program at Bushwick High School and its function within the total school curriculum.

I. DEMOGRAPHIC CONTEXT

An in-depth description of the school and neighborhood was presented in the Office of Educational Evaluation Report for 1980-81 (pgs. 1-3). The information contained therein is summarized below.

NEIGHBORHOOD CONTEXT

Bushwick High School is located at the northern edge of the Bedford Stuyvesant section of Brooklyn, a severely depressed area both economically and socially. High crime rates, substance abuse, arson, abandoned buildings, unemployment, and poor health are all major ongoing problems here. The housing which exists is run-down and overcrowded and in many cases, virtually uninhabitable. Little industry or business opportunity exists, limiting job possibilities. The principal pointed out that the situation has worsened since last year because the construction which had been initiated at that time was halted and people were moving out as soon as they could. This factor has an impact on the high school due to the diminishing enrollments brought about by the constant movement of the residents.

The school functions within the context of a multi-racial and ethnic lower working class population and draws students from the Williamsburgh, Bedford-Stuyvesant, and parts of the East New York sections of the borough as well as Bushwick itself. It is located near the Myrtle Avenue/Wyckoff Avenue subway station which provides easy access to the neighborhood for most of the students.

The attendance area of the school has a majority of Hispanic students with black Americans representing the only other major group. Most of the households fall within the category of lower socio-economic status. Although

recent arrivals from Central America, the Caribbean Islands, and South America settle here, they see the move as temporary until such time as they can move to a "better neighborhood." Since the area as a whole is Spanish-dominant, many Hispanic students have little need to use English within their immediate community.

The deterioration of housing in the area has a direct impact on the school as mentioned previously. This high mobility rate is evidenced by the turn-over rate of the high school population whereby Bushwick High School replaces approximately 1,000 students per year with new students. This represents close to 33 percent of the entire school body. Many of these students who leave either go back to their native country, on to another neighborhood, or merely drop-out; the school is usually not informed so that students can be discharged through normal channels.

Bushwick High School is an older, institutional type building which blends into the neighborhood context which it serves. There are security personnel throughout the building, yet the atmosphere in the school appears pleasant and welcoming. Faculty and students, as well as others in the building, interact in friendly, supportive ways indicative of the school and program's approach toward "A Warm Welcome" for the students and visitors. An additional form of community support is seen in the fact that the project coordinator is a longstanding resident of the area and is actively involved in the church and other community-based organizations, thus providing a sense of continuity for the project students. Several members of the staff and faculty are former graduates of Bushwick High School and they express pride in the high school's progress given the social and economic difficulties faced by their students on a daily basis.

LANGUAGE USE IN THE COMMUNITY

The two major languages of the community are English and Spanish for the black American and Hispanic populations respectively. As is true in most ethnic enclaves throughout the city, one can function almost totally in the native language for everyday life. The project students tend to reflect this language pattern in their consistent use of Spanish with peers and family especially in informal settings (i.e. corner store, cafeteria, home, etc.).

Project "A Warm Welcome" is sensitive to the linguistic and cultural characteristics of its students and fosters a sense of acceptance of diversity. This, in turn, translates into an openness on the part of the students to acquire a second language (English) without the feeling of surrendering their own language/culture in the process.

HISTORY OF SERVICES TO LEP STUDENTS AT BUSHWICK HIGH SCHOOL

Bushwick High School has demonstrated its commitment to serving its LEP population for approximately ten years. Its first step was in the form of special English classes for limited English proficient students until it received a five-year grant eight years ago. Presently, Project "A Warm Welcome" is in its second year of a three-year funding cycle and is developing a strong career awareness program for the students. Up until last year, the focus was on developing a comprehensive bilingual high school program based on the guidelines established by the New York State Education Department for that level.

II. STUDENT CHARACTERISTICS

LANGUAGE AND ETHNICITY

The ethnic breakdown of the student enrollment, based on home language of students at Bushwick High School last year, reflected a 62 percent Hispanic population of which 16 percent were considered LEP and a 35 percent English-speaking population comprised mostly of black Americans. This year the figures indicate an increase in the Hispanic population (71 percent) and a decrease in the number of English-speaking students.

Table 1 represents the home languages of Bushwick students.

TABLE 1

Home Languages of Students in the School as a Whole

Language	Number Of Students	Percent Total Enrollment	Percent LEP
Spanish	1,543	71	20
French	9	less than 1%	100
Hindi	8	less than 1%	25
Dutch	1	less than 1%	100
English	646	28	0

Table 2 shows the country of birth of program students for whom information was reported. The largest representation continues to be Puerto Rican, Dominican, and Ecuadorian respectively, but there is a wide cross-section of Central and South American countries as well.

TABLE 2

Number and Percentages of Program Students by Country of Birth

Country Of Birth	Number	Percentage
Puerto Rico	97	51.3
Dominican Republic	54	28.6
Ecuador	12	6.3
Honduras	5	2.6
Colombia	2	1.1
El Salvador	6	3.2
Guatemala	4	2.1
Nicaragua	3	1.6
Bolivia	1	0.5
Panama	3	1.6
Spain	1	0.5
United States	1	0.5
TOTAL	189	100%

. More than half of the program students are from Puerto Rico. Slightly over one-fourth are from the Dominican Republic.

. Only one program student is United States-born.

Eligibility for program participation is based on performance scores on the English version of the Language Assessment Battery (LAB)

below the twenty-first percentile combined with a higher score on the Spanish version of the same test. In addition, students are tested on the Criterion Referenced English Syntax Test (CREST) and other data are gathered where possible from interviews and student profile sheets.

AGE, SEX, AND GRADE

The target population is heterogeneous in its levels of educational background and competence thus necessitating individualized programming and instruction. The range of literacy in both the native language and English extends from illiterate to grade-level literacy and beyond. Many students received no formal schooling while others received the number of years of schooling comparable to their English-speaking counterparts.

The program students are often faced with academic problems resulting from interrupted schooling, mobility from one country or neighborhood to another, and socio-economic circumstances at home which require that they work while going to school or in place of school. These circumstances create an environment in which there is a propensity towards having students in a given grade who are one or more years older than the norm. Table 3 shows the number of students in Project "A Warm Welcome" by age and grade, and the number and percentage of students overage for their grade.

TABLE 3

Number of Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Total Number	Percentage
12	0	0	1	1	0.4
13	2	0	0	2	0.8
14	[illegible]	2	0	20	7.8
15	[illegible]	[illegible]	0	47	18.4
16	39	[illegible]	[illegible]	86	33.6
17	15	16	[illegible]	51	19.9
18	5	9	20	34	13.3
19	1	5	7	13	5.1
20	0	1	1	2	0.8
TOTAL	112	79	65	256	100.0

Overage Students:				
Number	60	31	28	119
Percentage	54	39	43	46

Note. Shaded boxes indicate the expected age range for each grade.

- Forty-six percent of the students are overage for their grade. The percentage of overage students is highest in grade 9 and lowest in grade 10.
- One third of the students are 16 years of age. Most of these students are in grade 9.

Project "A Warm Welcome," like the majority of other bilingual high school programs in the nation, has the consistent problem of overage students at the various grade levels. An assessment of this situation requires an analysis of immigration patterns, number of years in bilingual programs, etc. For example, if students arrive in the United States at the appropriate age for entering high school, the school is obligated to accept them regardless of prior educational background. This leads to a situation in which students arrive with a wide range of linguistic and academic skills. It is reasonable to assume that students may be given the benefit of the doubt and promoted the first time to the tenth grade. However, the concept of cumulative deficit makes it proportionately more difficult for the same students to catch-up academically during the second year (tenth grade). This is probably the point where many students are held over.

Another factor may be that students often reach the age for legally dropping out of school (around the tenth-grade level) to work. Since there is pressure, especially for the males, to contribute to the family income, there may be a greater tendency to lose program students here.

A member of the evaluation team raised the problem of "overage students" with the project coordinator and faculty in order to gain insights into their perceptions about the causes, consequences, and possible solutions to this complex problem. In raising the issues of drop-outs and the high percentages of overage students in the program, the following observations were made by the project coordinator, faculty, and counseling staff which work both directly and indirectly with Project "A Warm Welcome."

In the ninth grade, students receive a great deal of support from peers via the "Friendship Club." The evaluation consultant interviewed two of the club's officers who expressed their satisfaction with the club's work in helping recent arrivals to the program adjust to the high school experience and the process of coping in a new environment.

The counselor pointed out the fact that boys were more prone to drop out if overaged than girls since the high school curriculum was less compatible with boys' skills. In addition, there was considerable peer pressure on boys to excel in non-academic types of activities (i.e. sports).

For the program students in particular who possess incomplete educational backgrounds, the first year (ninth grade) seems to be less problematic academically since it is the first exposure to high school level work and there appears to be a greater margin for promotion of students at this level. By the tenth grade, however, the situation seems to change in that students who did not assimilate certain concepts the previous year are expected to apply them (i.e. from general science in the ninth grade to biology in the tenth grade). Their participation and success at this point becomes a more difficult task.

Project "A Warm Welcome" staff contends that the native-language instruction in the content areas has significantly reduced this problem for program participants, since they are able to learn concepts in the first language while acquiring English as a second language.

Those program students who are overaged and uncomfortable or self-conscious about being in classes with younger students are referred to high school equivalency and basic skills programs in the community (i.e. the Linden Boulevard Center of the Auxiliary Services for High Schools program). These

programs have been highly successful in graduating overage students and the guidance counselor from the bilingual program maintains contact and follow-up with the agencies concerning the program students.

Table 4 shows the number of students by sex and grade participating in the bilingual program.

TABLE 4

Number and Percentages of Students by Sex and Grade as of June, 1982

Grade	Male N	Percent Of Grade	Female N	Percent Of Grade	TOTAL N	Percent Of All Students
9	57	50.4	56	49.6	113	43.6
10	41	51.3	39	48.8	80	30.9
11	31	47.0	35	53.0	66	25.5
TOTAL	129	49.8	130	50.2	259	100.0

- The number of male students is approximately equal to the number of female students at each grade level and in the total program.
- The highest percentage, 43.6 percent, of program students is in grade 9, while the lowest percentage is in grade 11.

III. PROGRAM DESCRIPTION

ORGANIZATION

Project "A Warm Welcome" functions at Bushwick High School as a unified department which reports directly to the principal. The bilingual project coordinator is responsible for all administrative activities among which are: instructional, training, personnel, and fiscal matters. The program staff includes a project coordinator, a bilingual guidance counselor, a bilingual curriculum coordinator, educational assistants, and a bilingual secretary as well as Title I E.S.L. and tax-levy content-area teachers.

This project is in its second year of a three-year funding cycle, and represents the second Title VII project awarded to Bushwick High School. The first project dealt with a basic high school curriculum whereas Project "A Warm Welcome" has expanded its scope to include the area of career awareness training.

The project coordinator handles all program matters and works closely with the bilingual guidance counselor in terms of student/parent activities, follow-up, community activities, and so on.

Curriculum development is coordinated by a bilingual curriculum coordinator and carried out by individual bilingual teachers in the areas of career development, subject areas, and English as a second language.

Testing for language proficiency is conducted by the project coordinator while other types of testing (e.g., career choice inventories) are carried out by the guidance counselor.

Supporting instruction is handled by the paraprofessionals who assist in both content-area instruction in the native language and in E.S.L. classes

throughout the program.

FUNDING OF THE BILINGUAL PROGRAM

Project "A Warm Welcome" is supported by tax levy, Title I, and Title VII funds. Typical of bilingual programs, the tasks of all personnel involved are complex and varied. Furthermore, there are limited resources to support the project's optimum functioning.

Table 5 indicates staffing patterns and funding sources for the instructional component of the program.

TABLE 5

Instructional Personnel: Funding Sources

Instructional Components	Funding Sources	Number Of Personnel: Teachers		Paraprofessionals	
		Fall	Spring	Fall	Spring
E.S.L.	Title I/PSEN	3.4	3.0	2.5	2.43
Reading (English)	Tax-Levy	1.2	.8	-	-
Native Language (Spanish)	Title I/PSEN Tax-Levy	1.6 .6	1.0 .6	.5 -	.57 -
Math	Title I/PSEN Tax-Levy	 1.2	.2 1.5	- -	.17 -
Social Studies	Tax-Levy	1.2[a]	1.2[b]	-	-
Science	Tax-Levy	.8	.6[c]	-	-
Other	Tax-Levy	N.A.	.2	-	-

[a]Tax-levy supplemental allocation for language handicap.

[b]Includes .8 tax-levy supplemental allocation for language handicap.

[c]Includes .2 tax-levy supplemental allocation for language handicap.

Table 6 provides information on funding and staffing of the non-instructional components of the bilingual project.

TABLE 6

Non-Instructional Personnel: Funding Sources

(Fall and Spring)

Non-Instructional Component	Funding Source(s)	Personnel - Title	Personnel - Number
Curriculum Development[a]	Title VII	Curriculum Coordinator	1
Supportive Services	Title VII	Guidance Counselor	1
Staff Development[b]	Title VII	Curriculum Coordinator	1
Parental and Community Involvement	Title VII	Guidance Counselor	1
Administration and Supervision	Title VII	Project Coordinator	1
Other	Title VII	Secretary	1

[a]This is done under the supervision of the appropriate assistant principal, and also involves tax-levy teachers and Title I E.S.L. personnel.

[b]Note that there is only one curriculum coordinator, who is responsible for both staff development and curriculum development.

STAFF CHARACTERISTICS

Table 7 provides data concerning the educational and experiential backgrounds of the Title VII and non-Title VII professional and paraprofessional staff from the bilingual program as well as staff from the mainstream curriculum who offer courses to the program students.

TABLE 7

Staff Characteristics: Professional and Paraprofessional Staff

Position	% Time Spent In Function Fall/Spring	Date Hired	Education	License(s)	Years Of Experience (Monolingual)	Years Of Experience (Bilingual)
Project Coordinator	100/100	9/79	B.A. English M.A. English	N.Y.C. English Day High School N.Y.S.	22	3
Bilingual Curriculum Coordinator	100/100	9/80	B.A. French M.A. French M.S. E.S.L. Professional Diploma Adm.	N.Y.C. N.Y.C.	16	5
Bilingual Guidance Counselor	100/100	2/81	B.A. French/Russian M.A. French M.A. Guidance Counselor	N.Y.C. French D.H.S./E.S.L. D.H.S. N.Y.S. Bil. Guidance Counselor	11	3
Bilingual Math Teacher	-/60	1/82	B.A., Elem. Education	N.Y.C. T.D.P. Special Education	1/2	1/2
Bilingual Math Teacher	60/40	9/75	B.A. Spanish M.A. Ed. Math M.A. Ed. Adm./Sup.	N.Y.C. Spanish Day High School N.Y.S. Bilingual Math D.H.S.	2	7
Bilingual Math Teacher	80/60	9/80	B.A. B.S. Economics Diploma Education	N.Y.C. Social Studies D.H.S.	28	2
E.S.L. Teacher	100/100	9/80	B.A. Social Studies M.A. Counseling	N.Y.C. Bil. Social Studies D.H.S. N.Y.S. E.S.L. Day High School	5	5
E.S.L. Teacher	-/100	9/81	B.S. Education M.A. TESOL	N.Y.C. School Secretary D.H.S. N.Y.S. E.S.L. - D.H.S.	-	-
E.S.L. Teacher	60/-	2/82	B.S. Home Economics M.A. History	N.Y.C. Reg. Sub. N.Y.S. Social Studies	16-1/2	-
E.S.L. Teacher	-/100	9/77	B.A. French M.A. French	N.Y.C. French D.H.S. N.Y.S. French J.H.S. Bil. (Fr.) Elem. Ed. E.S.L. - Cert.	-	16-1/2

TABLE 7. (continued)

Position	% Time Spent In Function Fall/Spring	Date Hired	Education	License(s)	Years Of Experience (Monolingual)	Years Of Experience (Bilingual)
E.S.L. Teacher	-/20	2/82	B.A. English	N.Y.C. T.D.P. English D.H.S.	4	-
E.S.L. Teacher	100/60	9/75	B.A. Education M.A. Spec. Ed.	N.Y.C. E.S.L. - D.H.S. N.Y.S. E.S.L. - Elem. Ed. Common Branches	1	-
E.S.L. Teacher	40/-	2/82	B.S. Home Economics	N.Y.C. Home Eco. D.H.S.	14	-
Spanish Language Arts Teacher	100/100	9/75	B.A., M.A. Bilingual Ed.	N.Y.C. Spanish D.H.S. N.Y.S.	14	14
Spanish Language Arts Teacher	40/40	9/74	B.A. Spanish M.A. Spanish	N.Y.C. Spanish D.H.S. N.Y.S.	4	8
Spanish Language Arts Teacher	20/20	9/76	B.A. Spanish	N.Y.C. Spanish D.H.S.	15-1/2	6
Spanish Language Arts Teacher	100/20	9/76	B.A. M.A.	N.Y.C. Spanish D.H.S. N.Y.S.	14	-
Bilingual Social Studies Teacher	-/40	9/75	B.A. Spanish	N.Y.C. T.D.P. Spanish	1	1
Bilingual Social Studies Teacher	100/80	9/75	B.A. M.A.	N.Y.C. Bil. Soc. St. D.H.S. N.Y.S. Social Studies D.H.S.	7	7
Bilingual Science Teacher	80/60	9/75	B.S. Science M.A. Sci. Ed.	N.Y.C. Lab. Spec. D.H.S. N.Y.S. Bil. (Sp.) Biology D.H.S.	1	7
Typing Teacher	-/40	9/75	B.A., M.A.	N.Y.C. Stenography and Typing Day High School	8	-
Educational Assistants (1) (2)	 100 100	 2/82 2/75	 - -	 - -	 - -	 5 (volunteer) -
Bilingual Secretary	100	1975	A.S. and 80 College Credits			

IV. INSTRUCTIONAL COMPONENT

The instructional component of Project "A Warm Welcome" is designed in accordance with the program's transitional philosophy of bilingual education whereby content is presented in the native language until such time as the students have acquired adequate English-language skills to study content in and through that language. The major goal is to mainstream students by their senior year. In view of this, the project perceives of its mission as twofold; namely, concept development in subject areas through the native language and intensive English as a second language. Another educational priority for Project "A Warm Welcome" during the past two years has been the development of career awareness training for the program students. This facet of the program is presently in its early developmental and experimental stages and it is hoped that eventually an actual program of study in a career sequence will be available to program students.

The salient feature of the bilingual program at Bushwick is its focus on basic skills development. The letters of the acronym "Warm" stand for: writing, reading, and mathematics with the "A" representing the aim of providing basic skills.

Participants in the bilingual program receive instruction in Spanish language and culture, with courses for those who are non-readers or are semi-literate in Spanish (levels 1-4 of the regular Spanish for native speakers curriculum). Program participants also receive bilingual instruction in science, social studies, and mathematics. They also study English as a second language and take one additional English class in reading. As their proficiency permits, students participate in other mainstream classes including business

courses and industrial arts. In art, music, and physical education classes, all program students are integrated with mainstream students. All curricula used are reported to conform with the regulations established by the city and the state.

The instructional component of Project "A Warm Welcome" will be described based on class observations and interviews with faculty and students. The areas of content instruction, E.S.L., career awareness, and other electives will also be addressed.

INSTRUCTION IN AND THROUGH THE NATIVE LANGUAGE

Courses are offered in Spanish for the content areas of mathematics, science, and social studies, in grades 9-11. In accordance with the program's goals of preparing students for the mainstream curriculum, concepts and terminology are presented in English to the extent possible without obstructing the learning process. Program students are encouraged to take electives in English as soon as their proficiency allows.

In order to facilitate the transition from content in the native language to the same in English, the program has a language policy as follows for all subjects:

	Native language	English
9th grade	75%	25%
10th grade	50%	50%
11th grade	25%	75%
12th grade	0%	100%

This breakdown serves as a model for the bilingual teachers but in reality is difficult to enact consistently given the linguistic and educational diversity in each classroom.

Table 8 shows the content classes offered in Spanish by the bilingual program.

Two content-area courses were observed: a combination 9/10 general science class and a tenth-grade global history course. In the former, the teacher utilized each language approximately 50 percent of the instructional time. In the latter, the proportions were 60 percent Spanish and 40 percent English. While some discrepancy exists between the formal language policy and the actual language use patterns in the classrooms, it is evident from observations and conversations with the faculty that every attempt is made to follow the policy as closely as possible.

In both classes, the teachers used the back-to-back translation method of giving the concepts in one language first and then in the other. Interaction which took place in the more informal context tended to be in Spanish since the students were more spontaneous in the language in which they are fluent and comfortable.

Both courses observed had an open, engaging atmosphere in which teachers and students participated with enthusiasm. The teachers appeared knowledgeable in the areas they were teaching and their creative use and adaptation of materials to students' linguistic and academic levels was commendable.

In the general science class, the teacher introduced the concept of solar and lunar eclipses, showed a filmstrip on the topic, and then worked on a hand-out with the students which tested their assimilation of the material presented. The teacher utilized the inquiry approach very effectively and students were motivated and challenged by her techniques.

The global history teacher presented the material using the inquiry method and used both languages interchangeably. The students translated passages from their history books which were written in English into Spanish. The teacher explained the concepts in both languages throughout the lesson. Although the students were highly motivated and demonstrated a grasp of the material in both languages, the technique of presenting concepts in both languages simultaneously has been questioned by researchers. It is thought that doubling up on content via two languages sets up a situation in which students are more attentive in their stronger language and tune-out in the weaker one. In a single observation, however, it was difficult to determine whether or not this was the case for the students in this particular class. The history teacher was well versed in the subject area and fluent in both languages.

TABLE 8

Bilingual Classes[a]

Instructional Component	Number Courese Fall	Spring	Average Class Register	% Spanish Instruction[b] (Average)	Periods Per Week	Staff Teachers	Para	N.L. Appropriate Materials
Spanish for Native Speakers	6	7	35	100	5	4	1	yes
Math	4	6	23	69	5	3	1	yes
Science	2	2	29	65	5	1	0	yes
Social Studies	3	3	30	63	5	2	0	yes
Typing	0	1	30	10	5	1	0	yes

[a]A complete list of native language arts and content-area courses appears in the appendices.

[b]Varies within content area, with a greater percentage of Spanish being used in the Lower Level classes.

E.S.L. INSTRUCTION

Given the bilingual program's stated priority of preparing the students for entrance into the mainstream curriculum, E.S.L. instruction is a vital component of Project "A Warm Welcome."

The E.S.L. sequence consists of five levels covering elementary (E.S.L. I-IV), and advanced/transitional (E.S.L. V) instruction. In addition to the above-mentioned courses, a new E.S.L. course had been designed and will be implemented in September, 1982. This course is for students who demonstrate oral proficiency in English but whose reading and writing proficiency would normally place them in the basic elementary courses.

The E.S.L. sequence is constructed to be more intensive in the beginning levels where students take 10 class periods a week as compared to 5 periods a week for the other E.S.L. levels (see appendix for a list of all courses and materials used in this component).

The language policy for all E.S.L. instruction is that of English only in all levels and the two E.S.L. classes observed (levels I, II) demonstrated strict adherence to the policy. The students used the native language on occasion among themselves but for the most part, they kept the exchange in English even when they had difficulties with self-expression in English.

The two E.S.L. teachers whose classes were observed were skilled in getting students to use English without feeling self-conscious. The first lesson, level II, dealt with the concepts of bigger and smaller. The teacher used pictures and other visuals to convey the concepts to the students. She effectively reviewed material from previous lessons, introduced new material, and reviewed at the end of the lesson. A paraprofessional worked with individual students when they were hesitant to answer or were having difficulties with

the work.

The second lesson was a level I class on the "X" words (i.e. did, do). The teacher, who is also a curriculum specialist in E.S.L., capitalized on the students' knowledge, willingness to help each other in a supportive manner, and motivation concerning the materials she brought in. She used the inquiry approach and monitored each facet of students' work in class.

Noteworthy of the bilingual program at Bushwick High School is an emphasis on the integration of language and content throughout the curriculum rather than a dichotomized approach whereby language development is seen as separate from the content presented through it. This integrative approach facilitates consistency and the reinforcement of concepts for the program students and diminishes fragmentation.

CAREER AWARENESS

A third priority area for Project "A Warm Welcome" is that of career awareness. Vocational material is presented in science, math, and social studies classes. In the Spanish for native speakers classes, the series of multi-media kits entitled Careers for Bilinguals: Carreras para Bilingues is used with great success, according to bilingual staff. This component is geared to informing students and offering direction as to what options may be available to them based on their academic and linguistic skills in two languages.

The career awareness strand of Project "A Warm Welcome" is an initial attempt to integrate a more practical approach to decision making for students early in their schooling experience.

V. NON-INSTRUCTIONAL COMPONENT

The non-instructional component of Project "A Warm Welcome" consists of the following major categories: support services to students, curriculum development of native-language materials in the content areas and the career component, parental and community involvement, staff development, and extra-curricular activities.

SUPPORTIVE SERVICES

Project "A Warm Welcome" has a well developed support system for its students in terms of both counseling/advisement functions and academic preparation. This component is of particular importance for the students given the social conditions of the immediate community and the consequent negative image of Bushwick High School for outsiders. The principal and staff expressed their concern that the high school's name is "Bushwick" which conjures up an image of the deteriorated area in Brooklyn, with its high crime rate, poor health and housing conditions, and general problems. Fear among the residents fosters a highly mobile population seeking exit from the community as soon as circumstances permit.

Within this context, the faculty and administration of the bilingual project pride themselves on an environment of high expectations for students, early college entrance preparation, and career awareness development.

The bilingual guidance counselor contends that college or career preparation is a priority matter for the program students and an emphasis on filling out college applications, taking college entrance exams, obtaining financial aid, and obtaining an orientation toward college life starts in the ninth grade. This approach prepares students and offers direction as to the

options available to them upon graduation.

The guidance counselor stated that eight program students had already been successful in gaining entrance to a college or university for fall, 1982. In addition, approximately 25 percent of the program students work after school and an additional 50 percent participate in summer work through the "Youth Employment Act."

The counselor conducts both formal advisement and counseling for the bilingual program and while the work load is doubled, the advantage is the access to centralized information since all files are located in the counseling office.

The guidance counselor also stressed a need for a resource room containing college catalogs and job opportunity information. Since the counseling quarters are small and extremely cramped, there are no facilities for housing such materials.

A noteworthy aspect of the counseling component of Project "A Warm Welcome" is its articulation with service agencies in the community such as: mental health agencies, the Puerto Rican Family Institute, the high school equivalency programs, the New York City Legal Aid Fund, etc.

One of the indirect functions of the counseling personnel is the preparation of students for entrance into the mainstream curriculum by their senior year at Bushwick High School. The amount of individual attention and solidarity among the program students may create a certain amount of hesitancy and anxiety about leaving the program and becoming immersed in the school community at large. The program's philosophy of transition to an all-English curriculum by the senior year is perceived as a way of helping students gain equal access and benefits in the academic and/or vocational realms upon

graduation.

Advisement and counseling for Project "A Warm Welcome" was observed to be within an open, supportive environment and conducted in a formal and informal manner as called for by the situation. Students came in to speak with the counselor and offer their assistance in various tasks during their free time. It appeared that they were extremely motivated to not only receive support but to offer it. All students from the bilingual program receive on-going advisement and counseling during the academic year.

The project coordinator plays a vital role in the support system for the program students not only at the high school but in the surrounding community. He has been a resident of this area for his entire life and is well known by the students and their families. This out-of-the school experience has given him in-depth insights and knowledge about the students and their realities beyond the scope of academics. Furthermore, the project coordinator's more than 10 years' teaching experience within and outside of the program is highly respected by the faculty and administration. These factors have led to an acceptance and institutionalization of the bilingual program within the school.

The project secretary is also a highly competent and supportive link within the program. She deals with the clerical work as well as relates to the students and faculty in terms of addressing their needs and facilitating their work.

The principal of Bushwick High School expressed satisfaction and pride concerning the project's efforts and progress. He mentioned that given the difficult economic constraints for the school as a whole and thus for the program in particular, the work of the bilingual project was exceptionally

commendable. He stated that there were declining enrollments in the area and fewer commitments from the State and City for investing in repairs, etc. for Bushwick High School. The principal stressed his concerns about the future of the bilingual program if Title VII funds were to be cut in the future but he also reiterated his continued commitment to serve the limited English proficient students in his school regardless of funding restrictions.

On the whole, the atmosphere of Project "A Warm Welcome" was open and supportive for all the individuals involved.

CURRICULUM AND MATERIALS DEVELOPMENT

Although curriculum development for Project "A Warm Welcome" is conceived as a continuous process permeating all subjects, a couple of areas warrant special attention; namely, E.S.L. and career awareness. For academic year 1981-82, a career awareness testing instrument was revised and pilot tested with students as recommended in last year's evaluation report (O.E.E., pg. 52). The curriculum coordinator stated that it still needs work since there was little change between pre- and post-test scores and it is believed that the instrument may not be a reliable check as to students' progress in this area. The project of strengthening the career awareness component of curriculum and assessing the students' awareness throughout their high school experience is one of the project priorities.

At this point in time, Project "A Warm Welcome" focuses on "career awareness" rather than on offering actual courses in the content of any particular career sequence. While it is hoped that in the future students will have the option of studying career courses as recommended in last year's report, the present scope of the bilingual project is within the realm of awareness training.

A second major area of curriculum and materials development is that of E.S.L. The bilingual project considers itself fortunate to have a Title I E.S.L. teacher who is a curriculum specialist in the field. She has written several articles and created materials to be utilized in the E.S.L. classroom. In addition, she has presented at conferences dealing with issues of E.S.L. Other E.S.L. personnel also develop their own materials in an attempt to offer a more functional/experiential approach to the acquisition of a second language.

The teachers who work with native-language content areas also develop curricular materials on a continuing basis and these were observed in use in the science and social studies classes respectively. Frequently they take the form of rexographs presenting concepts in the native language which appear in the English texts corresponding to the courses.

One difficulty encountered by Project "A Warm Welcome" in curriculum development is that of placing the materials in a central location for use by students and faculty. The small resource center space which was allocated to the program previously had to be re-allocated for purposes of special education this year thus making the bilingual project's task of further developing their curriculum component more difficult.

In spite of the aforementioned obstacles, there is an enthusiastic commitment on the part of the bilingual program personnel to meeting the students' needs particularly in the curriculum sphere.

PARENTAL AND COMMUNITY INVOLVEMENT

Project "A Warm Welcome" has continued to work on strengthening its parental and community involvement component during academic year 1981-82. This is a commendable endeavor given the neighborhood context, rate of mobil-

ity, and general sense of fear on the part of the parents to travel within the neighborhood in order to attend school functions, especially if held during the evening. The principal, project coordinator, and faculty attested to the project's limitations in successfully involving parents and this year was particularly difficult since the project functioned without its family assistant. This position was a key link with the community and the lack of such led to a need for placing the responsibility for outreach on the already overburdened guidance counselor and project coordinator.

Beyond the work of the project personnel, the students' "Friendship Club" has participated in articulation with the families and considerable gains have been made especially in bringing parents into the program's extra-curricular activities.

Another important link between the program and the community at large has been through the project coordinator's efforts as a longstanding member and resident of the same community which serves Bushwick High School. This has enhanced parental involvement in spite of the numerous negative factors working against a unified sense of community involvement in the school's goals and activities.

Parents did participate in a number of cultural events such as Puerto Rican Discovery Day, Open School Day, Dominican Republic Day, graduation ceremonies, and several joined the students and faculty on field trips.

Project "A Warm Welcome" distributes information to parents in the form of letters written in the native language. It also brings in community-based people to inform students about career possibilities. Some after-school program and community agencies hire students either as employees or volunteers

to foster more community involvement.

In terms of a Parents' Advisory Committee, there is an ad hoc committee which functions for Project "A Warm Welcome," but due to the problems mentioned previously, its role has been somewhat limited in the advisory capacity for which it was intended.

The evaluation team, after several interviews and observations, believes that Project "A Warm Welcome" is actively engaged in strengthening its outreach to parents; the difficulties encountered in this realm are due to many circumstances over which project staff have no control (i.e. mobility rates, etc.). In spite of this fact, the project is encouraged to seek alternative means of bringing in the parents and community.

STAFF DEVELOPMENT

Staff development and training activities for the bilingual project take the form of on-site in-service sessions with faculty from within and outside of the program. These sessions are conducted on an informal basis and deal with issues pertinent to bilingual students. In addition, formal pre-service orientations, workshops for parents, and select demonstration lessons are offered throughout the academic year as well as monthly departmental meetings.

All of the above-mentioned activities represent the joint efforts of the school administration and the bilingual program staff. Prior to actively implementing them, several planning meetings are held for purposes of agreeing on content and structure.

A second component of staff development for the project entails faculty participation in college and university level coursework leading to a variety

of degrees ranging from bachelor's degrees to professional diplomas. These courses are taken throughout the private and public sector of the five boroughs comprising New York City and to some extent, Long Island.

Project "A Warm Welcome" staff also made presentations at professional organization conferences such as: TESOL, NABE, NYSABE, and the Title VII Proposal Writing Seminars sponsored by the New York State Education Department under the auspices of the Bilingual Education Bureau during 1981-1982.

Throughout the year, the bilingual program integrated, as part of its staff development activities, an outreach program for parents which focuses on information as to students' needs, career options, high school equivalency for parents, and input into cultural events.

In the 1980-81 evaluation report (O.E.E.), it was suggested that a formal needs assessment be conducted. Although other priorities during 1981-82, given cuts in staff and an emphasis on curricular concerns, made this project unrealizable, the project coordinator reiterated the program's commitment to conducting such a needs assessment as soon as possible. In the meantime, this goal has been accomplished to some extent on an informal basis through the expansion of the career awareness component of the bilingual program.

EXTRACURRICULAR ACTIVITIES

For students in the bilingual program, the major source of extracurricular activities lies with the "Friendship Club" which promotes the participation of students and parents in cultural events, field trips, sports, and honor societies. The key to the club's success in bringing about participation was perceived to be its sensitivity to cultural norms (i.e. the

strict code of behavior for female students) and the trust that has been established between the program, club, and the parents.

Several of the program students joined the soccer and other teams. In addition, for academic year 1981-82, ten program students belonged to the Honor Society, ARISTA, which is headed by the curriculum coordinator. One of the bilingual program students was awarded a U.F.T. scholarship for college this year, and another received a scholarship for Columbia University's TESOL Institute.

Conversations with the student officers of these clubs indicated enthusiasm, commitment, and responsibility toward each individual club's goals. They were emphatic about the need for these extracurricular activities to promote both academic and social skills for program students. The "Friendship Club" which began as a vehicle for facilitating adjustment to the high school experience during its first year has expanded its objectives to include a more structured and varied schedule of activities during 1981-82. Faculty and students alike regard the club as crucial to the students' progress and growth.

STUDENT ATTRITION

In an attempt to better understand the factors underlying the movement of students through and out of the program, data were collected on the reasons given for students leaving the program during 1981-82. Table 9 presents the number of students who left the program and reasons for leaving by grade.

TABLE 9

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 10	Grade 11	TOTAL
Fully mainstreamed	0	3	1	4
Transferred to another program	1	1	1	3
Transferred to another high school	10	3	3	16
Returned to native country	7	2	3	12
Discharged (reason unknown)	1	0	0	1
Truant	18	0	0	18
Other	7	8	7	22
TOTAL	44	17	15	76

- Most of the students who were reported to have left the program were in grade 9.
- A high proportion of students transferred to another high school or were considered "truant."

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982.

Students were assessed in English-language development, growth in their mastery of their native language, mathematics, social studies, and science. The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test), Level I, II, III)

English Writing Ability -- Teacher-made test

Reading in Spanish -- Interamerican Series, Prueba de Lectura (Total Reading, Level 2, Forms A and B)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Career Awareness -- Teacher-made questionnaire

Attendance -- School and program records

The following analyses were performed:

On pre/post standardized tests of Spanish reading achievement statistical significance is reported in Table 15.

Statistical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the students must supply a word or phrase chosen from four possibilities. Mastery of a skills objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered and the average number of objectives mastered per month of treatment by students who received Title I E.S.L. instruction in fall and spring semesters (Tables 10 and 12). Information is also provided on students' performance by grade and test level for students who were pre- and post-tested with the same test level (see Tables 11 and 13).

Table 14 presents the results of students tested on teacher-made examinations of English writing ability.

Rates of success of students in mathematics, science, and social studies courses taught in the bilingual program are reported by grade in

Table 16. This contains the numbers of students reported as taking the relevant courses and the percent passing, for fall and for spring courses separately.

Comparisons of the attendance rates of program participants with that of the school as a whole are presented in Table 18. This table contains the average rate for the school and for the various participant groups, the percent difference, values of the z statistic, and its level of statistical significance.

TABLE 10

Results of the Criterion Referenced English Syntax Test (CREST): Number of Objectives Mastered, and Objectives Mastered Per Month

(E.S.L. Title I Spanish-Speaking Students, Fall)

Grade	Number Of Students	Average Number Of Objectives Mastered Pre	Post	Objectives Mastered[a]	Average Months Of Treatment	Objectives Mastered Per Month
9	45	10.0	14.6	4.5	3.1	1.4
10	38	13.6	17.7	4.1	3.2	1.3
11	31	14.9	18.6	3.7	3.2	1.1
Total	114	12.5	16.7	4.1	3.2	1.3

[a]Post-test minus pre-test.

. On the average, students mastered 4.1 objectives during the fall or 1.3 objectives per month in 3.2 months of treatment.

. The criterion set as the program objective of mastering one objective per month of treatment was met or surpassed in all grades.

TABLE 11

Performance of Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Spanish-Speaking Students, Fall)

	LEVEL I				LEVEL II				LEVEL III				
Grade	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains Month	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains Month	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains Month
9	39	9.5	13.7	4.2	1.3	6	13.3	19.8	6.5	2.0	-	-	-	-	-
10	20	13.0	17.7	4.7	1.6	17	15.0	18.4	3.4	1.0	1	4.0	7.0	3.0	0.8
11	9	16.4	21.6	5.2	1.6	16	15.5	19.5	4.0	1.2	6	10.8	11.8	1.0	0.2
Total	68	11.4	16.0	4.5	1.4	39	15.0	19.1	4.1	1.2	7	9.8	11.1	1.2	0.3

Note. Number of objectives for each level: Level I (25), Level II (25), Level III (15).

[a]Post-test minus pre-test.

- Students at Levels I and II mastered over 4 objectives during the fall, indicating gains of over one objective per month of treatment. Students at Level III made modest gains of 1.2 objectives or 0.3 objectives per month of treatment.
- Gains are relatively similar across grades and levels, except at Level III, in which students showed the lowest gains and failed to meet the criterion proposed as the program objective.
- The results may indicate that the degree of difficulty in mastering objectives at Level III may be much higher; therefore, students at this level may not be expected to master objectives at the same rate as those at other levels.

TABLE 12

Results of the Criterion Referenced English Syntax Test (CREST): Number of Objectives Mastered, and Objectives Mastered Per Month

(E.S.L. Title I Spanish-Speaking Students, Spring)

Grade	Number Of Students	Average Number Of Objectives Mastered Pre	Post	Objectives Mastered[a]	Average Months Of Treatment	Objectives Mastered Per Month
9	42	10.4	13.7	3.3	2.8	1.1
10	38	11.8	16.5	4.6	2.9	1.5
11	20	14.7	18.1	3.4	3.0	1.1
Total	100	11.8	15.7	3.8	2.9	1.2

[a] Post-test minus pre-test.

. Students mastered an average of 3.8 objectives during the spring or about 1.2 objectives per month of treatment.

. In general, the results met the criterion of one objective per month proposed as the program objective.

TABLE 13

Performance of Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level

(E.S.L. Title I Spanish-Speaking Students, Spring)

	LEVEL I				LEVEL II				LEVEL III				
Grade	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains Month	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains Month	N	Average Number of Objectives Mastered Pre	Post	Gains[a]	Gains Month
9	25	8.1	11.8	3.6	1.2	16	13.8	16.8	3.0	1.0	1	14.0	14.0	0.0	0.0
10	20	10.8	16.5	5.7	1.9	14	14.5	18.5	3.9	1.2	4	7.7	9.5	1.7	0.5
11	7	15.7	19.4	3.7	1.2	11	15.1	18.6	3.4	1.1	2	9.0	11.0	2.0	0.6
Total	52	10.2	14.6	4.4	1.5	41	14.4	17.8	3.4	1.1	7	9.0	10.5	1.5	0.5

Note. Number of objectives for each level: Level I (25), Level II (25), Level III (15).

[a]Post-test minus pre-test.

. Students at Levels I and II had similar rates of mastery of over one objective per month of treatment. Students at Level III showed modest gains.

. Gains are relatively similar across grades and levels, except at Level III, in which students showed the lowest gains and failed to meet the criterion proposed as the program objective.

. The results are very similar to the results of the fall. They may indicate that the degree of difficulty in mastering Level III objectives may be much higher; therefore students at this level may not be expected to master objectives at the same rate as those of other levels. (See Recommendations.)

TABLE 14

English Writing Ability

Objectives Gained Per Month of Instruction and Proportion Gaining

One Objective Per Month of a Instruction on Teacher-Made Instrument Measuring

Writing Ability in English

Grade	N	Months of Instruction	Objectives Gained	Objectives Attempted	Percent of Objectives Achieved in Relation to Objectives Attempted	Objectives Gained Per Month of Instruction	Proportion of Students Gaining at Least One Objective Per Month of Instruction
9	55	5	13.7	21.7	63.3	2.7	85.5
10	53	5	16.7	21.3	78.4	3.3	97.5
11	38	5	17.2	22.3	77.1	3.4	97.4
12	1	5	27.0	28.0	96.4	5.4	100.0
TOTAL	147	5	15.8	21.7	72.8	3.2	90.5

- The program objective of 80 percent of the program students gaining at least one objective per month of instruction was met at all grades. The proportion of students gaining at least one objective per month of instruction ranges from a low of 85.5 percent in grade 9, to a high of 100 percent in grade 12.

- In general, program students gained 3.2 objectives per month of instruction. The proportion of objectives gained per month of instruction increases with grade from a low of 2.7 in grade 9 to a high of 5.4 in grade 12.

- In general, program students achieved 72.8 percent of the objectives attempted, ranging from a low of 63.3 percent in grade 9 to a high of 96.4 in grade 12.

TABLE 15

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Reading Achievement of Students with Full Instructional Treatment on the Prueba de Lectura Total Reading, Forms A and B, by Grade and Test Level

			Pre-Test		Post-Test					
Level	Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Difference	Corr. Pre/Post	t	p
1	9	26	75.0	5.1	75.3	2.0	0.3	.507	.16	NS
1	10	18	77.7	2.0	76.1	7.0	-1.7	.254	-1.05	NS
2	10	19	93.7	14.2	100.4	9.1	6.7	.096	1.82	NS

- Students in general did not achieve significant gains in Spanish reading achievement. This appears to be due to factors related to the testing process.
- The pre-test mean scores for the ninth and tenth grade groups were very close to the ceiling of the test at Level I (80 points).
- Level I appears to be too easy for these students, whose ability to demonstrate growth was restricted by their high pre-test scores.
- To a lesser extent, the students tested with Level II also achieved high pre-test scores. Many individual scores were close to the ceiling of the test (110 points).
- While less obvious than in the case of Level I, Level II also appear to be too easy for the students tested, resulting in more restricted gain scores than might have been demonstrated if a higher level of the test had been administered (see Recommendations).

TABLE 16

Number and Percent of Spanish-Speaking Students Passing Teacher-Made Examinations in Content Area Courses by Grade and Semester

Subject	Grade	FALL N	FALL Number Passing	FALL Percent Passing	SPRING N	SPRING Number Passing	SPRING Percent Passing	TOTAL N	TOTAL Percent Passing
Mathematics	9	69	37	54.0	68	31	46.0	137	49.6
	10	55	45	65.0	54	33	61.0	109	71.6
	11	44	31	70.0	32	17	53.0	76	63.2
TOTAL		168	113	69.0	154	81	54.0	322	60.2
Science	9	40	16	40.0	31	19	61.0	71	49.3
	10	38	24	63.0	32	25	78.0	70	70.0
	11	22	20	91.0	20	18	90.0	42	90.5
TOTAL		100	60	60.0	83	62	75.0	183	66.7
Social Studies	9	66	39	59.1	68	37	54.4	134	56.7
	10	52	41	78.8	59	48	81.4	111	80.2
	11	44	39	88.6	42	33	78.6	86	83.7
TOTAL		162	119	70.8	169	118	69.8	331	71.6

. The program objective of a 65 percent passing rate was met in the fall in mathematics (grades 10 and 11), in grade 11 science, and in grades 10 and 11 social studies.

TABLE 16 (continued)

- In the spring the program objective was met in science (grades 10 and 11), and social studies (grades 10 and 11).
- The passing rate increases with grade in all content-area courses in both the fall and the spring.
- The passing rates in grade 9 (all content-area subjects) are much lower than in other grades.

TABLE 17

Student Performance on a Teacher-Made Career Awareness Questionnaire

Significance of the Total Raw Score Differences Between Initial and Final Test Scores on a Teacher-Made Career Awareness Questionnaire

	Pre-Test		Post-Test					
N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance
89	16.5	2.39	16.9	2.43	0.39	0.23	1.24	NS

- Program students showed no statistically significant gains on a pre- and post-administration of a career guidance questionnaire.
- According to information supplied by the assistant program coordinator, the lack of gains may have been due to poor testing conditions in both the pre- and post-testing phases (see Recommendations).

TABLE 18

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	N	Mean Percentage	Standard Deviation
9	74	83.7	14.3
10	62	88.8	12.3
11	51	89.7	11.1
Total	187	87.0	13.0

Average School-Wide Attendance Percentage: 70.92

Percentage Difference = 16.08 z = 4.84 p = .001

- The average rate of attendance for program students (87 percent) was 16.08 percentage points higher than the school-wide average (70.92 percent). This met the program objective of an attendance rate which was significantly higher than the school-wide attendance rate.

- Attendance increases with grade from a low of 83.7 percent in grade 9 to a high of 89.7 percent in grade 11.

SUMMARY OF FINDINGS

English

The program objective of one objective mastered per month of instruction on the Criterion Referenced English Syntax Test was met by students in all grades in both the fall and the spring, except for students tested at Level III. These results may indicate that the degree of difficulty in mastering objectives at Level III may be higher; therefore, students at this level may not be expected to master objectives at the same rate as those at other levels.

The program objective of 80 percent of the E.S.L. program students gaining one objective per month of instruction on a teacher-made instrument measuring English-writing ability was met. Ninety percent of the program students gained at least one objective per month.

It is suggested that due to the lack of a pre-test phase, it would be advisable to evaluate the results of this test in terms of number of objectives gained in relation to number of objectives attempted. Seventy-three percent of the objectives attempted were gained by program students.

Spanish

Students did not attain the program objective of statistically significant gains on the Prueba de Lectura reading test. This seems to be due to extremely high pre-test scores in grades 9 and 10 of test Level I.

For both Level I and Level II students, it appears that a higher test level should have been administered.

Content-Area Subjects

Mathematics. The program objective of a 65 percent passing rate on teacher-made mathematics examinations was attained by grade 10 (65 percent) and grade 11 (70 percent) students in the fall. The objective was attained by tenth-grade students in the spring.

Science. The program objective of a 65 percent passing rate in science courses was met in grade 11 (91 percent) in the fall, and in grades 10 (78 percent) and 11 (90 percent) in the spring.

In both mathematics and science, the passing rate tends to increase with grade.

Social studies. The program objective of a 65 percent passing rate in social studies was met by students in grades 10 and 11 in the fall and spring. Grade 9 students failed to meet the objective in either semester.

Career awareness. The program objective of statistically significant gains was not met. According to information provided by the assistant program coordinator, the lack of gains was probably due to poor testing conditions. The pre- and post-testing was conducted in the cafeteria, all of the students were tested "en masse," and an insufficient period of time was alotted for testing.

Attendance

The program objective of a statistically significant higher attendance rate for program students vis-a-vis the school-wide attendance rate was met ($z=4.84$, $p=.001$).

VII. CONCLUSIONS AND RECOMMENDATIONS

Project "A Warm Welcome" is a solidly built bilingual/bicultural program whose personnel demonstrates commitment, competence, and sensitivity toward the students it serves. The program's emphasis on basic skills development in the native language concurrent with intensive English as a second language has offered students an integrated curricular mode which prepares them for entrance into mainstream society. The added career awareness segment with its future potential as an actual course of study in a career sequence offers students interested in an area other than higher education, other avenues for exploration.

The instructional personnel working with the program students demonstrate great respect for their students as indicated by the predominance of the inquiry approach of questioning and challenging students rather than transmitting facts and expecting students to learn by rote-memory. The teachers work constantly on identifying and adapting materials to diversified levels and linguistic needs.

The program administration and support services personnel show high expectations and have an optimistic view of the students' capability and progress. Small details are closely observed which enhance the sense of concern and love for the bilingual program students.

The following recommendations are offered based on the 1981-82 evaluation of Project "A Warm Welcome" for consideration in increasing a more effective operation of the program for the remainder of the funding cycle.

CURRICULUM

The career awareness component of the bilingual project, while visible in the courses, needs uniformity in its integration throughout the total curriculum. One way of accomplishing this would be to hold in-service workshops on the topic of "careers through social studies, science, etc." so that instructional personnel can share ideas and methods of bringing careers into the curriculum without appearing as an "add-on" to the other topics covered.

There is an urgent need for a centrally located resource room and laboratory for the bilingual, E.S.L., and career components of Project "A Warm Welcome." This is particularly needed so that teachers and students have the opportunity to peruse materials across the different subjects and become informed as to what others are using. Given the crowded conditions in the high school, this recommendation is a difficult one to implement but efforts to re-arrange available space are of utmost importance to the effective development of the project's curriculum.

There is a need for more integration of English-language skills development throughout the content areas in accordance with the English-language policy of Project "A Warm Welcome." A possible way of achieving this objective is a series of in-service workshops in conjunction with those dealing with career awareness (see recommendation above). The project is committed to this goal and evidence is seen throughout the courses of the priority which English language has in the curriculum. However, there is a need for a more systematic approach to the integration of English regardless of the course being taught.

INSTRUCTION

The program utilizes the interchanging of languages (Spanish-English) or the back-to-back translation method in several of the native language content courses. Based on the research regarding this approach, it is recommended that the bilingual project hold an in-service session in which a linguist be brought in to address the faculty as to the pros and cons of this approach and discuss other approaches (i.e. one day/one language approach).

The role of the paraprofessionals is of vital importance to the project's functioning. It appears that this role needs further clarification as to exactly what the responsiblities of the paraprofessionals are. It is recommended that the project coordinator facilitate articulation between the classroom teachers and the paraprofessionals so that the latter participate in more active manner rather than in the role of assisting only when a problem or doubt arises with the students' work.

SUPPORTIVE SERVICES

The problem of space extends into the area of counseling services. It is especially important that private space be allocated for working with students in the area of counseling and advisement. Perhaps a system can be developed where office space, library space, etc. can be set aside during particular blocks of time to ensure that students will be able to speak in confidence to the bilingual guidance counselor about more delicate matters and the regular counseling office can be utilized for routine types of exchange.

TESTING

The language proficiency testing program (LAB) took five weeks this year and many of the project's other priorities suffered due to the amount

of time allocated to this task. It is recommended that during 1982-83, the project coordinator receive some assistance in coordinating the testing and that a time limit of two weeks be established for completion thereof. Even if all other activities are suspended during the two-week period, the students will lose less academic learning time than if it is stretched out over a five-week period.

The career awareness instrument that was revised and pilot tested during academic year 1981-82 still appears to have some problems in reliability. It is recommended that an assessment and measurement consultant work with the curriculum specialist to further revise the instrument.

The low gains registered by program students at Level III of the CREST (especially in the higher grades) indicates that it is much more difficult to master objectives at this level. Therefore, it is recommended that the program objective for Level III CREST gains be modified.

PARENTAL AND COMMUNITY INVOLVEMENT

There is a continued problem of achieving the goal of involving the parents in school activities given the social realities of the surrounding neighborhood. It is recommended that the project continue its efforts in this area on both an informal and formal basis during the 1982-83 year utilizing the project coordinator's standing in the community, the counseling component, and the "Friendship Club."

The family assistant position is crucial to the community work of the project. It is recommended that since this line was cut, an effort be made to reallocate project funds in some way so that the position may be reinstated.

VIII. APPENDICES

Instruction in English as a Second Language

Fall 1981

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REGISTER	CLASS PERIODS PER WEEK	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
E.S.L. 1	3	21	10	elementary E.S.L.	Access to English, I
E.S.L. 2	3	16	10	elementary E.S.L.	Access to English, II
E.S.L. 3	2	20	5	intermediate E.S.L.	Graded Exercises English; Thirty Passages
E.S.L. 4	1	26	5	intermediate E.S.L.	Composition Practice
E.S.L. 4/5	1	10	5	advanced/transitional E.S.L.	Composition Practice, Writing Power
E.S.L.-R.C.T. (No Specified level)	1	15	5	preparation for R.C.T.	Reading/Improvement, Writing Power, Reading Achievement
English T1	2	30	5	elementary E.S.L.	English Step by Step with Pictures
English T2	2	29	5	elementary E.S.L.	Profiles
English T3	1	31	5	intermediate E.S.L.	Lado 3
English T4	1	14	5	intermediate E.S.L.	Turning Point

Instruction in English as a Second Language

Spring 1981

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REGISTER	CLASS PERIODS PER WEEK	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
E.S.L. 1	2	13	10	elementary E.S.L.	Access to English, I
E.S.L. 2	3	22	10	elementary E.S.L.	Access to English, II
E.S.L. 3	2	20	5	intermediate E.S.L.	Graded Exercises English, Thirty Passages
E.S.L. 4	2	10	5	intermediate E.S.L.	Composition Practice
E.S.L. 5/6	1	9	5	advanced E.S.L.	Composition Practice, Reading Achievement
English T1	1	31	5	elementary E.S.L.	English Step by Step with Pictures
English T2	1	43	5	elementary E.S.L.	Profiles
English T3/4	2	25	5	intermediate E.S.L.	Lado, 3/Turning Point

Instruction in Native Language Arts

Fall 1981

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REGISTER	CLASS PERIODS PER WEEK	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
Spanish For Native Speakers 2	1	20	5	Native Language Arts	Español 5
Spanish For Native Speakers 3	1	28	5	Native Language Arts	Español 7; Lengua Literatura
Spanish For Native Speakers 4	1	27	5	Native Language Arts	Conozca Su Idioma
Spanish For Native Speakers 5	1	48	5	Regents Level III Spanish	"El Español Es Nuestra Lengua"
Spanish For Native Speakers 6	1	32	5	Regents Level III Spanish	"Español Para El Bilingue" "Leyendas Latino Americanas"
Spanish For Native Speakers 7/8	1	23	5	Advanced Spanish	"Del Solar Hispanico" "Lecturas Puertorriqueñas"

Instruction in Native Language Arts

Spring 1982

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REGISTER	CLASS PERIODS PER WEEK	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
Spanish For Native Speakers 1	1	7	5	Native Language Arts	Español 5
Spanish For Native Speakers 2	1	10	5	Native Language Arts	Español 5
Spanish For Native Speakers 3	1	25	5	Native Language Arts	Español 7; Lengua Literatura
Spanish For Native Speakers 4	1	14	5	Native Language Arts	Conozca Su Idioma
Spanish For Native Speakers 5	1	23	5	Regents Level III Spanish	El Español Es Nuestra Lengua
Spanish For Native Speakers 6	1	34	5	Regents Level III Spanish	"Español Para El Bilingue" "Leyendas Latino Americanas"
Spanish For Native Speakers 7/8/9	1	29	5	Advanced Spanish	"Del Solar Hispanico" "Lecturas Puertorriqueñas"

Content-Area Courses * - Fall 1981					
COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE REGISTER	LANGUAGE(S) OF INSTRUCTION	CRITERIA FOR SELECTION OF STUDENTS	PERCENT OF MATERIALS IN NATIVE LANGUAGE
Fundamental Mathematics 1	2	24	90% Spanish 10% English	Examination of Record And/Or Interview and Placement Test	60
Fundamental Mathematics 2	2	31	70% Spanish 30% English	*	60
Ninth-Year Mathematics 1	2	20	65% Spanish 35% English	*	40
Ninth-Year Mathematics 2	1	15	50% Spanish 50% English	*	40
Biology 1	1	41	50% Spanish 50% English	Examination Of Records	25
General Science 1	3	27	80% Spanish 20% English	*	50
World History 2	3	29	65% Spanish 35% English	Examination Of Records	60
Global History 1	3	24	80% Spanish 20% English	*	60
American History 1	1	23	70% Spanish 30% English	*	60

* All courses met for 3 1/2 hours per week.

Content-Area Courses * - Spring 1982					
COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE REGISTER	LANGUAGE(S) OF INSTRUCTION	CRITERIA FOR SELECTION OF STUDENTS	PERCENT OF MATERIALS IN NATIVE LANGUAGE
Fundamental Mathematics 1	1	29	90% Spanish > 10% English	Examination of Records And/Or Interview and Placement Test	60
Fundamental Mathematics 2	2	23	70% Spanish > 30% English	"	60
Ninth-Year Mathematics 1	1	26	65% Spanish 35% English	"	40
Ninth-Year Mathematics 2	1	20	50% Spanish 50% English	"	40
Regents Competency	2	18	50% Spanish 50% English	Examination Of Records	40
Math Lab	1	17	90% Spanish 10% English	"	60
Fundamental 2	1	19	50% Spanish 50% English	"	25
General Science 2	2	31	80% Spanish 20% English	"	50
Global History 2	2	27	80% Spanish 20% English	Examination of Records	60
American History 2	1	33	70% Spanish 30% English	"	60
Economics 1	3	40	10% Spanish 90% English	"	40
Typing 1	2	30	10% Spanish 90% English	"	10

* All courses met for 3 1/2 hours per week.